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ABSTRACT

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

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ED 430 238

Assessment Annotations
for the Curriculum Frameworks

Communication Arts

Grades 3, 7, and 11

I. Gather, Analyze and Apply Information and Ideas

Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

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CS 216 702

Assessment Annotations for the Communication Arts Curriculum Framework

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from *Missouri's Framework for Curriculum Development in Communication Arts K-12. Next* to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information for administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts.

Teacher work groups met in late 1996 and early 1997 to decide which of the seventy-three Show-Me Standards should be assessed by the communication arts portion of the MAP. These teacher groups identified the following list of standards:

Communication Arts Knowledge Standards: 1, 2, 3, and 4.
Performance Standards, Goal One: 1.1, 1.5, 1.6, 1.7, and 1.8.
Performance Standards, Goal Two: 2.1, 2.2, and 2.4.
Performance Standards, Goal Three: 3.1, 3.4, 3.5, 3.6, 3.7, and 3.8.
Performance Standards, Goal Four: 4.1.

Another group of teachers then went through the communication arts curriculum framework and, using the list of standards above as a guide, noted which benchmark statements were fair game for a statewide paper and pencil test.

This teacher group faced an additional problem: the benchmark statements in the curriculum frameworks are at the fourth, eighth, and twelfth grade levels, while the communication arts portion of the new performance test will be given at grades three, seven, and eleven. Therefore, the group also identified those skills which were only *introduced* at the benchmark grade levels, since, for example, it would not be fair on a seventh grade test to assess a skill that is not introduced until grade eight.

At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-hand column is repeated. In some cases, this benchmark statement has been qualified because only part of the benchmark is assessable on a statewide test. Any modifications made to the original statement are explained in parentheses. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7, or 10) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark can not be assessed on the statewide test, it is marked "Local assessment." If *part* of the benchmark is assessable on the state test, the benchmark is modified to reflect the portion of the benchmark that is assessable. The modifications to these benchmarks are explained in parentheses. Finally, if the benchmark *is* assessable on the statewide test, but is not "'fair game" for assessment until the next higher testing level, the annotation will say, 'Beyond 3rd (or 7th) grade state assessment."

Please note that not all of the skills identified here as "fair game" for a state test will show up on the test in any given year.

I. Gather, Analyze and Apply Information and Ideas

K-I 2 Content Overview

To live successfully in an ever-changing world, students must be able to locate, decode, analyze, explain, and apply ideas and information. Because of the tremendous number of resources available, students must possess the skills to access data quickly from a variety of sources. Once they have located information, they need to be able to evaluate that information critically (for example, analyzing informational sources for bias, looking for strengths and weaknesses in an argumentative piece, or analyzing the effect of advertising on society). They also need to organize that information in ways that make sense to them (for example, through note-taking; paraphrasing; summarizing; and the use of graphic organizers such as flowcharts, graphs and diagrams).

But students need to be able to do more than simply locate, evaluate, and organize information. In order to actively engage with the world around them, students must be able to *demonstrate* their understanding by creating new communications, by applying newly acquired information to new situations, and by making connections between information, ideas and their personal experiences.

Obviously, these are complex processes that require repeated practice. Therefore, these skills are introduced in this framework at the earliest possible time, then spiraled in complexity as students move up through the grade levels. For example, by the end of second grade, students are expected to be able to talk about characters and their actions in stories. By the end of fourth grade, students should be able to identify and discuss story elements (such as setting, plot, structure, characters and themes). The ability to identify story elements beyond simple characterization is clearly a more advanced skill. Students at this level should be able to put their analyses into writing in addition to being able to discuss them orally. At the middle school level, students are expected to be able to recognize and discuss literary genres, compare and contrast texts, and examine cause and effect relationships. These skills significantly deepen students' understanding of literature. Finally, at the high school level, students are asked to make more sophisticated judgments on texts, moving beyond analysis to evaluation of literary techniques, author's purpose, style, and tone.

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should now *how to*	By *the* end of ***grade*** 2, all *students should be able to*	
1. Read, view, listen to, and evaluate written, visual and oral communications. (CA **2-3, 5)**	a. demonstrate understanding of print conventions (1.5; 1.6)	1. Read, view, and evaluate written and visual communications. (Listening lo oral communications should be assessed locally.)
Review the content of your district's **curriculum** in this area. The curriculum **should** include many opportunities for **students** to apply the process skills listed in the second column.]	b. use pictures, titles, contexts, structures of texts, patterns of language and personal experiences to make predictions and comprehend texts (1.5; 1.6)	a. Local assessment
	c. recognize and interpret print from their surroundings (1.5; 1.6)	b. Grade 3 state assessment
	d. recognize the differences between real and **make**-believe (1.7)	c. Local **assessment**
	By ***the end of grade*** 4, all *students should be able to*	d. Grade 3 state **assessment**
	e. use a variety of strategies to interpret texts (1.5; 1.6)	e. Local **assessment**
	f. read, view and listen for specific purposes (such as scanning to find needed information) (1.5; 1.6)	f. Read for specific purposes. (Viewing and listening should be assessed locally.)
	g. read, view, listen to and recognize a variety of literary genres (1.6; 1.9)	g. Read and recognize a variety of literary genres. (Viewing and listening should be assessed locally.)
	h. apply prior readings and experiences to aid comprehension (1.5; 1.10)	h. Local assessment
	i. recognize and understand figurative language (such as personification, simile and metaphor) (1.5; 1.9)	i. Grade 3 state **assessment**

COMMUNICATION ARTS K–4

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the **end** of grade 4, *all students should* **know how to** 2. Locate and gather information and ideas. (CA 2-7) [see note on p. 8.]	*By the end of grade* **2, all** students should be able to a. ask relevant questions to collect information (1.1; 1.2) b. gather information from first-hand experiences (such as people, concrete objects and daily life) (1.2; 1.3) c. gather information from second-hand sources (such as pictures or graphics, trade books or computer programs) (1.2; 1.4) By **the** end *of grade 4, all students should* be *able to* d. use key words for locating information (1.2; 1.4) e. gather information from first-hand sources (such as interviews and observations) f. use print and **nonprint** resources (including electronic resources) to locate information (1.4) g. find information on a topic by **examining** tables of contents and indexes (1.2; 1.4) h. gather information using pictures, dictionaries, encyclopedias, atlases, trade books and **subject**-specific resources (1.2; 1.4)	2. Locate and gather information and ideas a. Grade 3 state assessment b. Local assessment c. Local assessment d. Grade 3 state assessment e. Local assessment f. Local assessment g. Grade 3 state assessment h. Grade 3 state assessment

COMMUNICATION ARTS K–4

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to 3. Process, organize and evaluate information and ideas. (CA 2-7) [See note on p. 8.]	By the *end* of grade 2, all *students should be able to* a. recognize similarities and differences in words, stories and ideas (1.6; 1.10) b. use story elements (such as characters, setting, problem, events and ending) to predict and recall events (1.6; 1.10) c. ask questions to clarify understanding (1.1; 1.2) d. use drawing, writing and speaking to clarify understanding (1.8; 1.10) By *the end of grade 4, all students should be able to* e. interpret and follow brief written directions (such as those in recipes, games, safety guidelines, or the daily list of activities) (1.5; 1.6) f. take brief notes (1.6; 1.8) g. summarize information and ideas (1.6; 1.8) h. organize information and ideas in meaningful ways (1.6; 1.8) i. determine which data best fit a designated purpose (1.7; 1.8)	3. Process, organize and evaluate information and ideas. a. Grade 3 state assessment b. Grade 3 state assessment c. Grade 3 state assessment d. Use drawing and writing to clarify understanding. (Speaking to clarify understanding should be assessed locally.) e. Grade 3 state assessment f. Grade 3 state assessment g. Grade 3 state assessment h. Grade 3 state assessment i. Grade 3 state assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should ***know how*** to 4. Relate literature and other texts to prior experiences (CA I-7) See note on p. 8.]	By *the* end *of grade* 2, all ***students should*** be able to . a. recall past reading or viewing when discussing current reading or viewing (1.6; 1.10) b. demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc. (1.6; 2.1) c. make connections between print and nonprint texts and people, events and experiences that are part of their daily lives (1.9; 1.10) d. offer opinions and perceptions about literature based on their experiences (1.5; 1.9) By the end ***of*** grade 4, ***students should*** be able to e. compare and contrast current and past reading or viewing (1.6; 1.10) f. interpret texts by writing, painting, dramatizing, discussing, etc. (1.6; 2.1) g. recall and relate prior experiences to texts (1.6; 1.10) h. integrate texts read and viewed with other areas of study (1.6; 1.10)	4. Relate literature and other texts to prior experiences. a. Local assessment b. Demonstrate understanding of texts by writing or drawing. (Demonstration of understanding of texts through painting, dramatizing, discussing, etc., should be assessed locally.) c. Grade 3 state assessment d. Grade 3 state assessment e. Compare and contrast current and past reading. (Comparison of current and past viewing should be assessed locally.) f. Interpret texts by writing or drawing. (Interpretation of texts through painting, dramatizing, discussing, etc., should be assessed locally.) g. Grade 3 state assessment h. Local assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By *the end of grade 4, all* **students should know how to** 5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. (CA 7) See note on p. 8.]	By *the end* of grade 2, all students should be able to a. read, view, listen to and respond to culturally diverse literature and videos **(such as fairy tales, folktales, contemporary stories and nonfiction)** (1.5; 1.9) b. **make connections** between concepts and ideas **in texts and their own experiences** (1.9; 1.10) By *the end of grade* 4, all *students* **should be** *able* **to** c. **read, view, listen to and respond to culturally and historically diverse texts and videos (such as myths, tall tales, contemporary** and historical fiction and nonfiction) (1.5; **1.9)** d. **explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing and discussing) (1.8; 1.9)** e. **identify** words and phrases (such as idioms, jargon and local expressions) that reflect the cultures **or eras in which they are used (1.5; 1.9)**	5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. a. Read and respond to culturally diverse literature (such as fairy tales, folktales, contemporary stories and nonfiction). (Viewing and listening to culturally diverse literature should be assessed locally.] b. Grade **3** state assessment c. Read and respond to culturally and historically diverse texts (such as myths, tall tales, contemporary and historical fiction and nonfiction). (Viewing and listening to culturally and **historically** diverse texts should be assessed locally.) d. Explore and explain culturally and historically diverse texts in a variety of ways (such as drawing and writing). (Exploration and explanation of culturally and historically diverse videos should be assessed locally.) e. Grade 3 state assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By *the* end of grade 4, *all students* should know how *to* 6. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks. (CA 1-7) See note on p. 8.]	By *the end* of *grade* 2, all *students should be able to* a. apply knowledge of language **conventions (such as story structure, letter-sound relationships, capital letters and periods) to aid in interpreting communications (1.5; 1.10)** b. **supply words and phrases in predictable texts** (1.5; 1.6) c. connect new information to previous knowledge and experiences **(1.5;** 1.10) d. identify familiar words in new contexts (1.6; 1.10) e. use language for a variety of purposes (such as establishing social relationships, displaying **knowledge, gaining and giving information, and influencing others) (1.8; 1.10)** By *the end of grade 4, all students should be able to* f. apply comprehension strategies to written, visual and oral texts (1.5; **1.10)** g. apply prior knowledge to predict sequences **and logical events (1.5; 1.6)** h. **identify a new or unfamiliar viewpoint in a text (1.5; 1.6)** i. **use language effectively for a variety of purposes and in different situations** (1.10; 2.3)	6. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks. a. Local assessment b. Local assessment c. Local assessment d. Grade 3 state assessment e. Grade 3 state assessment f. Apply comprehension strategies to written and visual texts. (Application of comprehension strategies to oral texts should be assessed locally.) g. Grade 3 state assessment h. Grade 3 state assessment i. Local assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By *the* end *of grade* 8, all *students* should *know* how to 1. Read, view, listen to, and evaluate written, visual and oral communications. (CA 2-3, 5) [Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]	By *the* end of grade 8, all *students should be able to* a. classify and categorize communications by themes and genres (1.6; 1.8) b. compare and contrast various communications (1.5; 1.6) c. analyze figurative language and literary techniques used in effective communications (1.5; 1.6) d. examine cause and effect relationships in literature and other texts (1.6; 1.8) e. contrast fictional accounts with real-life experiences (1.7; 1.8)	1. Read, view and evaluate written and visual communications a. Grade 7 state assessment b. Grade 7 state assessment c. Beyond 7th grade state assessment d. Grade 7 state assessment e. Grade 7 state assessment

COMMUNICATION ARTS 5–8

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end *of grade* 8, *all students should know how to*	By *the* end *of grade* 8, all *students should be able to*	
2 Locate and gather information and ideas (CA 2-7)	a determine key words to use in locating multiple resources (1.2, 1.4)	2 Locate and gather information and ideas
See note on p. 14.)	b select appropriate electronic and print resources for research purposes (1.1, 1.2)	a Grade 7 state assessment
	c compare several sources on a topic to determine reliability (1.2, 1.7)	b Local assessment
	d identify and analyze organizational patterns of print and **nonprint** resources to facilitate research (1.2, 1.6)	c Grade 7 state assessment
	e explore community resources (1.3, 1.4)	d Beyond 7th grade state assessment
		e Local assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to	By *the end of grade* 8, all ***students*** should be able to	
3. Process, organize and evaluate information and ideas. (CA 2-7)	a. recognize different viewpoints, biases and propaganda (1.6, 1.7)	3. Process, organize and evaluate information and ideas.
See **note on** p. 14.]	b. distinguish between fact and opinion (1.6, 1.7)	a. Recognize different viewpoints and biases (Recognition of propaganda is beyond 7th grade assessment.)
	c. draw conclusions and form opinions (1.6, 1.8)	b. Grade 7 state assessment
	d. take notes and record **sources** consulted (1.6, 1.8)	c. Grade 7 state assessment
	e. summarize main ideas (1.6, 1.8)	d. Local assessment
	f. determine relevance of information to purpose and audience (1.5, 1.6)	e. Grade 7 state assessment
	g. process and organize thinking about a topic using a variety of formats (1.8, 1.10)	f. Grade 7 state assessment
		g. Local assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 4. Relate literature and other texts to prior experiences. (CA 1-7) See note on p. 14.]	By *the end of grade* 8, all *students should be able to* a. make comparisons and draw conclusions about texts based on experiences in daily life (1.9; 1.10) b. recognize similarities and differences among new texts and those previously read or viewed (1.6; 1.10) c. interpret and respond to texts through performances in the fine arts and other content areas (1.10; 2.5)	4. Relate literature and other texts to prior experiences. a. Grade 7 state assessment b. Recognize similarities and differences among texts read or viewed (photos, pictures, graphs, charts-but not videos). (Recognition of similarities and differences among texts ***previously*** read or viewed should be assessed locally.) c. Local assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By *the end of grade 8*, all *students should know how to*	By *the end of grade* 8, *all students should* be able to	
5 Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created. (CA 7)	a read, view, listen to and respond to a variety of cultural and historical texts and videos (1.5; 1.9)	5. Analyze and evaluate how language and communications influence and reflect the cultures or eras in which they are created.
See note on p.14.]	b analyze communications to determine how they reflect particular cultures or eras (1.6; 1.9)	a. Read, view (pictures, displays, graphs, charts-but not videos) and respond to a variety of cultural and historical texts. (Listening to cultural and historical texts and watching videos on cultural and historical subjects should be assessed locally.)
	c explore how the English language changes as a result of historical events and cultural connections (1.6; 1.9)	b. Beyond 7th grade state assessment
	d compare and contrast communications that reflect differing perspectives on a current issue (1.6; 1.9)	c. Local assessment
		d. Grade 7 state assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By *the end of grade* 8, *all students should know* how to 6 Apply information, ideas, processes and skills learned in the study of communication arts to new **situations** and tasks (CA 1-7) See note on p. 14.]	By *the end of grade* 8, all *students should* be able to a apply comprehension strategies and prior knowledge to **new** situations and tasks (1.5, 1.10) b predict meanings of new words and concepts from context (1.6, 1.10) c develop views based on new readings and experiences (1.6, 1.10) d use language effectively for a variety of purposes and in different situations (1.10, 2.3)	6 Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks. a Local assessment b Grade 7 state assessment c Local assessment d Write effectively for a variety of purposes and in different situations. (Oral communication for a variety of purposes and audiences should be assessed locally.)

COMMUNICATION ARTS 9–12

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to 1. Read, view, listen to, and evaluate written, visual and oral communications. (CA 2-3, 5) Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]	By the end of grade 12, all students should be able to a. analyze and evaluate literary devices and techniques (1.5, 1.9) b. make connections to previously read or viewed material or to real situations (1.6, 1.10) c. analyze the elements of fiction and nonfiction, including setting, plot, characters, theme, purpose, points of view, style and tone (1.6, 1.9) d. analyze and evaluate cause and effect relationships in fiction and nonfiction (1.5, 1.6)	1. Read, view and evaluate written and visual communications a. Grade 11 state assessment b. Grade 11 state assessment c. Grade 11 state assessment d. Grade 11 state assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to 2 Locate and gather information and ideas (CA 2-7) See note on p. 20.1	By the end of grade 12, all students should know how to a. plan and design methods to collect reliable data for particular purposes and audiences (1.1; 1.3) b. generate a list of key words and sources for a research topic (1.2; 1.4) c. conduct searches using a variety of technologies and resources (1.2; 1.4) d. select applicable primary and secondary resources from print and nonprint materials (1.4; 1.7) e. access community resources (1.3; 1.4)	2 Locate and gather information and ideas a. Grade 11 state assessment b. Grade 11 state assessment c. Local assessment d. Local assessment e. Local assessment

COMMUNICATION ARTS 9–12

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know

By the end of grade 12, all *students* should *know how* to

3. Process, organize and evaluate information and ideas (CA 2-7)

[See note on p. 20.]

What All Students Should Be Able To Do

By *the end of grade* 12, *all students should be able to*

a. establish criteria for analyzing resources by identifying purpose and intended audience (1.2; 3.1)

b. select useful ways to organize materials (1.4; 1.8)

c. summarize or paraphrase information presented in a variety of communications (1.6; 1.8)

d. evaluate materials for faulty reasoning, biases and propaganda (1.6; 1.7)

e. identify similarities, differences, repetition and inaccuracies in data collected (1.6; 1.7)

f. draw conclusions and form opinions based on data collected (1.6; 1.8)

11th Grade Assessment Notes

3. Process, organize and evaluate **information** and ideas

a. Grade 11 state assessment

b. Grade 11 state assessment

c. Grade 11 state assessment

d. Grade 11 state assessment

e. Grade 11 state assessment

f. Draw conclusions and form opinions based on data. (The actual collection of data should be assessed locally.)

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By *the end of grade* 12, *all students should know how to* 4. Relate literature and other texts to prior experiences. (CA 1-7) See note on p. 20.]	By the *end of grade* 12, *all students should be able to* a. compare and contrast a variety of genres and texts (1.6; 1.8) b. evaluate texts considering prior experiences and previous readings or observations (1.9; 1.10) c. interpret and respond to texts through performances in the fine arts and other content areas (1.10; 2.5)	4. Relate literature and other texts to prior experiences. a. Grade 11 state assessment b. Grade 11 state assessment c. Local assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to	*By the end of grade 12, all students should be able to*	
5. **Analyze** and evaluate how language and communications influence and reflect the cultures or eras in which they are created. (CA 7)	a. read, view, listen to and respond to literature, film and other texts from diverse cultures and eras (1.5; 1.9)	5. Analyze and evaluate how language and communications influence and reflect the Cultures or eras in which they are created.
See note on p. 20.]	b. determine relationships between literature and other communications and their historical and/or cultural contexts (1.6; 1.9)	a. Read, view and respond to literature and other texts from diverse cultures and eras. (Listening and responding to auditory texts and viewing and responding to films should be assessed locally.)
	c. analyze and draw conclusions about the addition/deletion of words to a language and the changes in the meanings of words over time (1.2; 1.6)	b. Local assessment
	d. create communications that reflect cultural, historical or current perspectives on a topic/issue (1.8; 1.9)	c. Grade 11 state assessment
		d. Grade 11 state assessment

I. Gather, Analyze and Apply Information and Ideas

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to	***By the end of grade 12, all students should be able to***	
6. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks (CA 1-7)	a select effective communication strategies and formats to develop and clarify new ideas and perspectives (1.8, 1.10)	6 Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks
See note on p. 20.]	b predict meanings of new words and concepts from context (1.6, 1.10)	a Grade 11 state assessment
	c predict outcomes, anticipate consequences, make judgments and adjust personal opinions based on new knowledge (1.6, 1.10)	b Grade 11 state assessment
	d provide support for observations and opinions (1.8, 4.1)	c Predict outcomes and anticipate consequences based on new knowledge. (Making judgments and adjusting personal opinions based on new knowledge should be assessed locally.)
		d Grade 11 state assessment